**Teachers:** Caitlin Higgins **Class:** English **Date: -**Day 5

**Grade Level:** 9 **Room Number: ---** **Period: ---**

**Unit:** Gender Constructs **Lesson Number:** 1 **Topic:** Gender Commercials

**Context:** Students will be a few days into a unit focused on gender using *Dairy Queen* by Catherine Gilbert Murdock as the fulcrum text. Leading up to this lesson, students will have read an article on gender constructs in literature and looked at the ways the author of the novel presents gender, specifically with the protagonist.

**Objectives:**

***Short-Range Learning Objectives:***

-Students will be able to view commercials as texts.

-Students will be able to question and evaluate the purpose of the text.

-Students will be able to understand that these texts are gender targeted.

-Students will be able to understand that these texts attempt to normalize our societal views of gender constructs.

***Long-Range Learning Objectives:***

-Students will be able to evaluate the meaning and purpose of a commercial as a text.

**Rationale:**

***Administrators –*** This lesson has a focus on critical thinking

***Parents –*** This lesson will get students thinking about the ways in which media influences people’s thinking and constructs / normalizes ideas regarding gender. Students will look at a variety of texts (commercials) and integrate them into a writing assignment, similar to a NYS Regents task.

***Students –*** This lesson is a fun way to think critically about the ways in which the world shapes our thinking (in this situation, media = commercials).

**Background Knowledge and Skills:** Students may be familiar with these commercials. as they have been seen on television. Students will need to bring their critical thinking skills to view these commercials controversially.

**NYS Common Core Learning Standards for Language Arts and Literacy:**

-Reading Standard 2 – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

-Reading Standard 8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Summary:** Students will watch and take notes on four commercials that a gender specific/targeted. They will then get into groups of three to discuss what they saw and each group will share an insight they came up with. Then, students will receive a writing prompt in response to the commercials, in which they will have the remainder of the class period and that day/night to finish it for homework.

**Procedure:**

***Anticipatory Set***

-Students will be asked to think about commercials they’ve seen and share out any ideas of gender specific commercials.

-This can turn into a very brief discussion before moving on to the actual activity.

***Guided Practice***

-Students will watch a variety of commercials (if time, more than once for each).

-Students will be asked to take notes on each commercial that will be used to gain greater insights and will be incorporated into the writing assignment.

-The commercials will be viewed directly after one another, so no discussion will occur.

-After the commercials are finished being viewed, students will form groups of three to discuss their observations.

-Groups will share out at least one new insight they came across from these commercial observations.

***Instruction***

-N/A for this lesson.

***Independent Practice***

-Students will work on the writing prompt quietly and independently in class.

-Students will also have the remainder of the day/night to complete it for homework.

-During this time, students may use the teacher to ask any questions, receive some help, etc.

***Closure***

-Students will be reminded to complete the writing assignment for homework, as it is due in class the following day.

**Special Notes and Reminders to Self:** N/A

**Materials and Resources Needed:** Copies of writing prompt.

**Accommodations for Students with Special Needs:** N/A

**Assessment of Student Learning:** Students will turn in the writing assignment for a grade on a check plus, check, and check minus scale (the more thorough and text references they use, the better score they receive, but it will also be important for students to incorporate their own opinions into it as well).

**Reflection on or Evaluation of Lesson:**

**What Are These Commercials *Really* Saying About Gender?**

**Directions:** What are the commercials we viewed in class commenting on? What messages are they sending? How are they reaffirming / normalizing pre-conceived notions regarding gender? Should these messages be challenged? If so, how?

Choose a position whether you think these commercials are positive or negative, and integrate specific examples from the texts (i.e. commercials) into your response. Be sure to balance the text with supporting examples and your own opinion.

Responses should be 250-300 words in length.